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REPORT

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OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF BRIGHTON,

February 1, 1873.



BOSTON

ALFRED MUDGE & SON, PRINTERS, 34 SCHOOL STREET.

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SCHOOL COMMITTEE FOR 1872-3.

J. P. C. WINSHIP, CHAIRMAN.

Term expires March, 1874.

JOSEPH BENNETT, SECRETARY.

“ “ “ 1873.

C. H. B. BRECK.

“ “ “ 1875.

SUB-COMMITTEES.

High School and Rockland and Englewood Primaries, — C. H. B. BRECK.

Bennett Grammar and Auburn and Oak Sq. Primaries, — JOS. BENNETT.

Harvard Grammar and Everett and Allston Primaries, — J. P. C. WINSHIP.



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REPORT.

TO THE CITIZENS OF THE TOWN OF BRIGHTON:—

IN submitting the thirty-fifth Annual Report of the Board of School Committee, in conformity with the laws of the Commonwealth, we consider it to be our duty, first, to acknowledge and express the fact that the labor devolving upon us has been greater than we could in justice attend to. Until within a few years the duties were far less than at present; the board consisted of more members, and a prudential committee relieved, in a measure, the work of the general school committee. But the work has gradually increased with the times, until now, the duties of this board have become extremely arduous.

We do not wish to be understood as complaining of our position or work, but merely to impress upon the citizens the fact that we have attended to our duties as faithfully as we could, and devote the necessary time to the earning of a livelihood. The pecuniary compensation for the work accomplished is inconsiderable, and certainly would not warrant our exclusive attention to the duties of the office.

REMARKS.

In a nation the gravest responsibility rests upon the rulers who should maintain with honor and dignity the state. Next in importance are the teachers who, in our judgment, hold positions superior to those of parents. The parental love and respect of a child causes it to forgive and forget any neglect, indifference, or ignorance of its parent; but the teacher occupies a position more serious and solemn than is,

perhaps, among many, considered. When home influence is not exerted in the right direction, then it is that the teacher may work wonders, and may direct the current of the pupil's thought and action into right channels which lead to honorable distinction and renown. The instruction of the young is a fearful responsibility. The physician's errors are buried in death, but the neglect of teachers sometimes causes children to court idleness which breeds indifference, and by easy transitions through ignorance, they may reach the goal of sin, and sink so deep as to become living terrors to sensitive minds, as fearful as the hated being created by Frankenstein.

“ We make the world we live in,
And we weave
About us webs of good or ill which leave
Their impress on our souls.”

Certain persons are born teachers ; they are endowed with traits specially fitted for the work ; they are earnest in their youth, and progressive. Upon attaining the charge of schools they adopt their own views, which are excellent, and the admitted formulas of more experienced persons. By the most natural law in human nature, they drift into definite and settled ruts or grooves, into which they lead the school progressively, and all runs smoothly as an excellent piece of mechanism. They guard against any relaxation of the high-pressure principle which is indisputably essential in the training of a large *majority of children*, and the essential point which they look for is to note well all new ideas in methods of instruction which may present themselves, and adopt such as may be beneficial.

Poor teachers at the outset enter into their work with alacrity ; for a time everything seems to go on well ; but not having their profession at heart, not applying themselves to the proper study of their duties, and not availing themselves

of the experience of others, they soon gravitate in their style to the dead level of machine work, — so many lessons to be recited, so many hours to remain in the school-room, so many pupils to be punished, and so much pay to be drawn at the end of the quarter. They neither apply their hearts nor their brains to their work, and as a beautiful garden without a gardener soon runs to weeds, so the school without the control of a painstaking instructor sinks to a similar condition.

Very much has been said and written about education being in its infancy; that the methods now in force may be reasonably questioned; that our text-books are erroneously arranged; unfitted for practical purposes; that they are too verbose, and need much pruning; and many, even, assert that text-books should only be used as books of reference.

J. F. Meyers, of Gotha, Germany, says: "There are three vital questions agitating the German educational minds, and the battle is waged on both sides with vigor: First, how far must individuality and self-thought be encouraged, and by what methods, and when must it be restrained? It is held that self-thought and individuality may be encouraged to the point where they become singular, disagreeable, or where they intrench upon the rights of others. Of course these limits are within the judgment of the educator, and in monarchical countries are much more circumscribed than in a republic. But it is generally conceded that lessons and rules committed merely mechanically are worthless, and even injurious to mental growth."

We wish to call the attention of our teachers to the last clause of the paragraph above quoted.

It is surprising how much information a boy will acquire if it be given in a comprehensive way.

Mr. Squeers was right, although he made a selfish misapplication of the principle, in saying, "When a boy knows it he goes and does it."

If you tell a boy that two times two are four, is it not more firmly impressed on his mind if you illustrate it on the slate?

The same rule applies in the instruction of geography. Will not a scholar better understand a lesson in this branch if he is able to illustrate it by a drawing of the country studied on the blackboard?

Modern history should be studied with geography. The purpose in our schools is to have each pupil acquainted with the history of our country. This is well, but can it not be so dovetailed into geography that the two may be better understood and appreciated? Certainly!

The study of grammar, one of our most important branches, as now *generally* taught in our schools is held by the ablest minds in educational matters in this country, to be worse than a waste of time.

Grammar as generally taught in school fails utterly in accomplishing the result desired, viz. to make the scholars speak and write correctly. The mechanical memorizing of the whole grammar, and the parsing of the whole of Milton and Pope's Essay, will effect no better results; but if in a simple manner the study is taken up with composition and verbal instruction by the teacher, and as the scholar advances practical rules are introduced applying to the errors committed by him, much more would be accomplished towards establishing a firm basis for correct language than by the study of grammar unassisted by such methods.

It seems instinctive with children, particularly boys, to "tell stories," *i. e.* relate fairy tales, or strange adventures that they have read, or heard of, and when a few are gathered together, it is not unusual for them to extemporize, adding to what they have heard, thus showing facility in a department which has in school been too frequently grossly neglected; for if they can talk and compose, can they not commit to paper what they have stored in their minds? Is

not composition a bugbear from the fact that it is not attempted early in life?

An extended and comprehensive study of the English language is of importance to all; but the few scholars who continue through the High school can alone devote to such study as a science the time which it requires, and they can better take it up in that school.

All we need or wish for scholars who only go through, or partially through, our grammar schools (and they are the large majority) is, that they may speak and write grammatically; and that they may be taught this in a very much simpler manner, and to more advantage than at present, we feel certain.

We asked the principal of one of the largest Grammar schools in a neighboring city, if he corrected ungrammatical expressions uttered in recitations; he answered, no; as such action would interfere with the scholar's interest in the study, the current of his thoughts would be detrimentally changed.

This is radically wrong; if any scholar uttering ungrammatical expressions should be immediately corrected and the few *simple* and *important* rules applying thereto be impressed on his mind, and if composition should be more frequently exercised, then you might burn the grammars, and yet the scholars would use better English than they now do.

A member of the committee offered prizes to the scholars of the High and Grammar schools for correcting ungrammatical expressions uttered in school. There was quite an emulation displayed in several departments, and a large number of errors were corrected.

Another objection to the general method adopted in our schools throughout the country is, that it does not sufficiently fit the scholars for practical life. A large majority of the young men graduating from our schools become clerks, and

then, perhaps, merchants, and their education should have especial reference to their ability to write and figure well. Of course the word *write* is intended to cover the power to write neatly, fluently, grammatically, and spell correctly.

A right method of reading tends more towards intellectual development than many suppose. A just appreciation of the piece to be read, the necessity of distinctness in articulation, and a right emphasis, should be first impressed upon the pupil's mind, then the emotional element should be excited which reveals the better qualities of his nature.

The study of mathematics expands and enlightens the mind, and is of practical advantage to a certain extent in all affairs of life. A knowledge of the French and German languages should also be gained, as they are each day increasing in importance in this country.

Drawing trains the eye and hand, and as its results affect the community materially by the development of latent talent, and in the improvement in mechanical and fine arts, it is admitted to be a very necessary study.

Music softens the nature of man, develops the finer feelings, incites personal culture and refinement, and tends towards a higher state of civilization.

The young women need essentially the same education as the young men, with this difference : that while the latter are interested in the heavier, muscular development, the former, not neglecting lighter gymnastics which are so beneficial to health, should practise on the piano and sewing-machine, and study housekeeping.

COURSE OF INSTRUCTION.

Our present course of instruction, appended to this report, is not perfect, yet it has many excellent ideas, borrowed in part from eminent minds ; and we hope that eventually, after

trial and some slight changes, it may realize all that we now anticipate.

We have been heretofore accustomed to a course so deeply rooted by age and usage, so engrafted into the very natures of old-fashioned teachers and publishers of text-books, that in order to change and conform with any newly adopted methods, we must have the hearty co-operation of the teachers, and their time and patience at first must be tested to the utmost in order to make it a success.

The drift of the whole course is to entertain and instruct the pupils.

Children should not be treated as machines. They are generally very precocious, and *absorb* infinitely more information during their school days than afterwards in life. They may be wrought up to a very high degree of excitement by their many inquiries being answered in a practical manner. This may be noted at any time in school, when there is sympathy and love existing between teacher and pupils, and ability displayed in imparting knowledge; therefore let us lead that delicate organization, the mind, forward in a purely practical manner, and not tire it out and strain it with dull formalisms and mechanical drill.

BUILDINGS.

According to the recommendations of the school committee, the town appropriated at the March meeting three thousand dollars for alterations to the Bennett Grammar school building. The purpose was to divide the second story into two rooms in order to accommodate a greater number of scholars, and so change the roof as to admit a hall for exhibitions and general exercises. After further consideration, a majority of the committee considered it advisable to make greater alterations, and at the April meeting a larger appropriation was obtained; but the alterations were not made for

the reason that they could not be completed during the summer vacation.

At the commencement of the fall term, the Bennett Grammar and the Rockland Street and Union Street Primaries were crowded, and it was evident that more school room was needed. The land between the Bennett Grammar school building and Mt. Vernon Street was considered by your committee as the most desirable for a school building, for then the two buildings would be in juxtaposition, and the opening of a passage-way between Winship Place and Mt. Vernon Street would cut off a large circuit now necessarily made by many pupils.

The High-school building, relieved of the Primary school, would then be devoted to a High school proper, as originally intended.

In the warrant for the special town meeting held on the evening of the 27th of December, the following article appeared: —

“To see what action the town will take with reference to the purchase of a suitable lot of land for, and the erection of a new Grammar school-house, and to raise and appropriate such sum of money as may be necessary therefor.”

In response to this, the citizens in a generous manner appropriated \$30,000 for the purpose of purchasing a lot of land and erecting thereon a Grammar-school building. The whole matter was referred to the school committee, with full powers.

A number of meetings have been held and various lots of land looked at, but at the time of closing this report no definite decision has been made, the season hardly permitting immediate action.

NEW PRIMARY.

The increase of the number of scholars attending the Harvard Grammar and Primaries, Nos. 1 and 3, necessitated

the erection of another Primary, and upon application, the following action was taken at the March meeting : —

Voted, That the town purchase a lot of land and erect a new building thereon, for a Primary school, between Primaries Nos. 1 and 2, and that the sum of nine thousand dollars be raised and appropriated for that purpose.

Voted, That the school committee be a committee to carry into effect the action of the town as above stated.

Several lots of land were examined ; but before a purchase was perfected, a petition, signed by many of the leading citizens in that part of the town, was received, desiring the committee to purchase a lot of land corner of Pearl and Auburn Streets, containing 44,270 feet.

As the building was to benefit the citizens in this vicinity, and their pleasure seemed to be to have it erected on this lot, the committee did not care to oppose their desire, and accordingly purchased it. We would urge upon the citizens, as of vital importance, the need of a reservoir on this land, as in its neighborhood there have been of late many houses erected, and more are needed and will soon be built.

By direction of the committee, George F. Fuller, architect, prepared a plan and specifications for a building, which were submitted to several builders. J. C. Wadleigh, the lowest bidder, was awarded the work.

The building was set sufficiently high to prevent undue moisture in the cellar, faced towards the south, as all similar buildings should be, and the land properly graded.

The building was completed the first of January, and fitted with the new American school desks and settees, which are well adapted in many respects, and make a neater appearance in the school-room than the old style desks.

It is crowned with an ornamental cupola, surmounted by a neatly gilded pen for a weather-vane, designed and furnished by Joseph Breck & Sons, for which we are in part

indebted to Mr. Wadleigh and a few other citizens who were willing to assume a portion of the additional expense.

At the suggestion of a well-known citizen, an impromptu meeting was held Friday evening, January tenth, in the building, which was attended by a large number of neighbors and friends. The meeting was called to order by the chairman of the committee, when prayer was offered by Rev. Mr. Wilson, and congratulatory remarks uttered by Edmund Rice and other gentlemen, and a poem delivered by Eugene Batchelder. Subsequently all were invited to a repast prepared by the ladies in the lower room.

It was a very happy occasion, and expressed the interest of the people in the welfare of the children.

Formal possession was taken January thirteenth. Miss Sarah F. Monto was assigned charge of the upper room with the first class from the Harvard Grammar school primary, and Miss Susie P. Pollock, the lower department, with principally the alphabet class. The members of the latter school were so young that it was decided to appoint a teacher especially fitted to teach according to the Kindergarten and object methods in connection with the regular course, and Miss Pollock, who had received eighteen months' instruction in the "Ladies' Union for the Publication of Kindergarten," in Berlin, and had taught successfully in Boston, was appointed.

Thus far the practical results flowing from the methods adopted, fully assure the success of the undertaking.

TREES.

The grounds about several of our school buildings are ornamented with trees whose foliage is healthful and pleasant. The other school buildings appear barren of beauty, and are thus rendered uninteresting.

We are favored with broad and elegant streets, which in widening were necessarily shorn of many of the finest trees

in the vicinity of Boston. It now behooves us to look to this matter, and add to the health, wealth, and beauty of the town, by planting trees wherever they may be advantageously. The health, wealth, and prosperity of the town demand this, and we expect to be sustained by the citizens if we plant a few trees about the school buildings where none now exist.

Heretofore, by the efforts of the committee, school-children, teachers, and citizens have been induced to subscribe money for trees, which will in time become pleasant reminiscences of the past to all who participated in their planting, and to all others who love nature and have occasion to look at them and enjoy their shade during the heated term.

TRUANCY AND ABSENTEEISM

Still continues to be one of the annual subjects upon which school committees write.

Hon. Mr. White, Secretary of the Board of Education, has truly stated that the law is sufficient to cover all attempts of the kind to break over the boundary of school discipline. Laws are easily made in this free and enlightened country, but sometimes impossible to execute. The laws pertaining to truancy have been proved to come under the latter head.

In Germany, scholars are absolutely compelled to attend school regularly, and good results flow from such a course. With the aristocracy of England, physical and mental training of the young ladies continue until they are eighteen years old before they are admitted into society, as it is termed.

With us, the most detrimental results flow from irregular attendance at school. A child is dismissed from school by the order of the parents to carry dinner to its father, who is at work some distance from home. This act of filial duty seems perhaps right and innocent. The young lady begs mamma to allow her to come from school early in order to

prepare for an evening entertainment, and then begs to be allowed to sleep later than usual the next day; the over-indulgent mother cannot withstand the entreaty. Mark the result. This and similar excuses break up the order of attendance; for other children, like a flock of sheep, endeavor to follow in the course of their unfortunately pernicious leaders. The demoralization is naturally so great that only the energetic action of teachers in making school attractive, and the refusal of sensible parents to permit their children such questionable liberties, prevent more serious results.

Irregularity frequently leads to truancy and crime. Certain readers of this article may wonder why rules are not adopted and enforced to prevent such evils. We answer that in this nation of too much freedom, the word liberty is perverted to suit various tastes; and to refuse the dismissal of a child on the order of a parent, brings to our ears the words tyranny and oppression as potently uttered as when Cæsar reigned.

If we arrest a child for truancy, we find it more difficult to punish him by law than most people would believe. Although we have the truant law to defend us, we have no means to enforce them, — no place to commit the truants to.

MUSIC.

Music has been, during the past year, taught in all the schools. The belief that it was practicable, led the committee to engage Mr. C. E. Whiting to teach the rudiments to all scholars, and it has been surprising to see with what avidity the little children enter into the spirit of the exercises and comprehend the varied lessons. Learning to read is a task to them; learning to sing is a present pleasure and delight, — too great a pastime to be neglected till maturer years. Groups of children may frequently be seen on their way to

or from school, or at recess, singing their little hymns. When at work or play, at home or elsewhere, amid the toils and troubles of life, music is "a joy forever." It smooths the rough edges of care and pain, and its genial influence ever comforts and cheers.

Heretofore the teaching of singing had been confined to the High and Grammar schools, but a serious impediment to its proper instruction was found to exist. Many of the scholars not having had it as a regular exercise in the lower departments, found it difficult to learn, and with unreasonable excuses even refused to take part; but under the new *regime*, by continuing singing as a daily practice, from childhood up, we may expect all will not only become singers, but will be heartily interested in music, and this harmonious exercise will produce a marked effect upon the character of our youth.

DRAWING.

By law, we are compelled to teach drawing in our schools, and in order that all the teachers might be well qualified to pursue this interesting feature, we engaged Miss R. L. Hoyt, representing the Spencerian system, a lady well versed in the department.

She gave six lessons gratuitously and made them so pleasing and instructive as to warrant our engaging her to continue the course to twelve lessons.

The teachers received instruction sufficient to commence upon elementary subjects in this interesting branch, and are now able to teach their pupils all that is at present necessary.

In the Primary schools much depends on the blackboard instruction to make the exercises interesting to the scholars.

It is expected that the drawing books assigned to the Intermediate, Grammar, and High schools, according to our course of instruction, will be very neatly kept, as we have

instructed the teachers to require their pupils to first understand the method of drawing by the aid of tracing and practice paper, before introducing the figures in the drawing books.

CREDIT SYSTEM.

The only serious objection to this system is, that teachers are apt to depend too much on the text-book as a guide in apportioning credits. The bright scholar who quickly comprehends the lesson, recites in his own language and displays a correct idea of his work, may be considered as having been shown partiality, if he receives the same number of credits as the scholar who, after great labor, commits the lesson *verbatim et literatim*.

The system, if not abused, is of vast importance to the scholars. It stimulates the lazy, excites the ambitious, awakens a healthy action in the minds of those who otherwise would be dull plodders, and a love for school and a strong desire to be ever present.

TEACHERS' MEETINGS.

It is necessary that teachers confer with each other frequently. The interchange of experiences aids in progression.

Following the custom firmly established in other places, making it obligatory upon teachers to attend any meeting called or sanctioned by the committee, we have been successful in quite a number during the past year, and feel justified in asserting that they have all benefited the teachers, and indirectly, the schools.

A Teachers' Association was urged and formed. The following is a brief report of the president:—

BRIGHTON, January 16, 1873.

TO THE CHAIRMAN OF THE SCHOOL COMMITTEE :

Dear Sir:— You ask me to write a few words for insertion in your forthcoming report, indicating the character and object of our Teachers' Association.

In the spring of 1872, the teachers of Brighton formed themselves into an association, framed a constitution, and organized by choosing a president, vice-president, secretary, and an executive committee. The object of the association is the mutual improvement of its members, to secure unity, uniformity and system in school work, in place of the optional no-system, hitherto prevalent; to encourage each other, to kindle a healthy enthusiasm, and to do anything which may be done to elevate the standard of the schools of Brighton.

It will thus be seen that we propose to accomplish for the limited municipality of our own town, what the several county and State associations propose to do for a county or State. To all, an association of this nature may not seem necessary; but to me, there is apparent no reason for a State association, which does not argue the necessity of a town association. Certainly, even the best teachers cannot afford to do without them.

Our regular meetings are held on the evening of the third Monday in each month, during term time, at the High-school building. A programme for each meeting is usually made out a month in advance, and teachers are assigned to do certain parts. These will usually consist of a recitation, or reading, by some member, an essay on some topic closely connected with school work, an exercise illustrating the best methods of teaching some particular branch, and a discussion of some equally pertinent theme upon which disputants have been previously appointed, the whole to consume about two hours of time.

There is no question but an earnest effort in this direction may be crowned with beneficent results to teachers, and ultimately to the schools. Our thanks are due to the school committee for furnishing lights, etc., and every needed facility to make the undertaking agreeable, and to Mr. Winship, personally, for suggesting the idea of such an association.

At the date of this communication the officers of the association are as follows:— President, Benjamin Wormelle; vice-president, E. H. Hammond; secretary, Charlotte M. Adams.

The above facts, succinctly stated, are respectfully submitted.

BENJ. WORMELLE.

PRIMARIES.

These schools consist of three classes, representing the first, second and third years of school life in the regular routine. The teachers have worked faithfully. In fact, their duties are quite arduous since the introduction of singing by note, and drawing has been added to the other regular work. They are of necessity compelled to devote their whole energies in order to accomplish well the tasks assigned to them.

It is expected that so soon as the new course is well established the work will become easier, far, than anticipated. Variety of exercises is a grand feature in a school of this character; the children delight in the frequent changes.

INTERMEDIATE SCHOOLS,

So termed for convenience in speaking of them, as they are composed of scholars divided into two classes, representing the fourth and fifth years of the course, between the Primary and Grammar schools.

In the estimation of most people the primaries are considered the most important, as the minds of the children must be brought into a proper condition to readily acquire that knowledge which is expected in the higher school. It is no easy task. The progression made in the intermediate schools is in a great measure dependent upon the drill in the primaries.

We are well content with the earnestness in character displayed by our teachers as a class; and when they, forgetting self, throw their whole energy into the work, and in a comprehensive manner strive to teach well for the noble purpose of rightly developing the minds of their temporary protégés, the parents should be aware of the fact and be ready with an encouraging word. Teachers, like other human beings, are human; they love to have their good works appreciated.

Denouncement is too frequently the rule, — praise the exception. Schools have suffered too much by parents condemning teachers on *hearsay* in presence of their children.

We intend in this report simply to note the changes and introduce the new teachers, — not to comment upon the results accomplished by the various teachers.

HARVARD PRIMARY.

This school, up to the transfer of a part of the scholars into the new building, — the Everett Primary, — was under the charge of the Misses Mary B. and Sarah F. Monto.

The school increased in numbers and it was found necessary to engage an assistant. On the eleventh of January, Miss N. Clapp was appointed, and continued for nine weeks, when failing health compelled her to resign; her sister, Miss Emma Clapp, took her place and continued two weeks, when she resigned in order to attend at the bedside of her sister, who was dangerously sick. On the fifth of May, Miss N. Clapp died; she had shown during the short time she taught a gentleness and affection which won the children to her, and it was with regret that we were compelled to accept her resignation.

Miss Lizzie W. Gibbs was elected to fill the place made vacant by the resignation of Miss Emma Clapp, on the eleventh day of April last, and continued until the change of schools made it necessary for her to resign. We are happy to state that during her short term of service we were pleased with her acquirements, and believe she will be well able to fill a better position.

By the division of this school, the Primary department was moved to the new building, leaving the Intermediate school still in its old position, forming part of the Grammar school, and may be well considered the fifth and sixth classes of that school.

EVERETT PRIMARY.

Pearl, cor. Auburn Street.

SARAH F. MONTGOMERY, Principal.

SUSIE P. POLLOCK, Assistant.

This school, previously described under the head of New Primary, we expect will soon become a very interesting place to visit, and we anticipate much from it.

AUBURN PRIMARY.

School Street.

ABBIE A. NORTON, Principal.

LIZZIE P. BREWER, Assistant.

Several changes have occurred in this school during the past year. Miss Emma T. Morrill graduated from the High school in 1868, and after the summer vacation was appointed principal of this school. She continued at her post until the close of school in July last, when she resigned for a position which entices too many for the public weal. She displayed great energy from the start, and made her school all that we could wish, more than we could expect from one who had had no experience as a teacher. Her determination and will forced knowledge into dull brains, bearing them up with the brighter scholars, causing the whole school to appear well. She was beloved by her pupils, who presented to her several gifts. At the commencement of the fall term, Miss Abbie A. Norton was promoted to the principalship, and Miss Sarah C. Buckman, a graduate of the High and Normal school and training department of Boston, was assigned to the post of assistant. She continued a week and then resigned, and Miss Lizzie P. Brewer, a graduate of the same schools as Miss Buckman, was elected in her place. We have been quite favorably impressed with Miss Brewer, and believe that with her fine scholarship and enthusiastic devotion to her profession, she will soon become a very excellent teacher.

OAK SQUARE PRIMARY.

Oak Square.

MISS MARY J. OSBORN, Principal.

MISS BERTHA SANGER, Assistant.

As there has been no change of teachers in this school, we refrain from any remarks; contenting ourselves with only noticing the incoming and departure of teachers.

It is a singular fact that in this section of the town, although many dwellings have been erected and the number of families increased, yet the attendance at school has somewhat decreased.

ROCKLAND PRIMARY.

Academy Hill.

MISS ELLEN J. LANE, Principal.

MISS ABBIE L. HOAR, Assistant.

This school has continued without change. The large number of scholars in the primary department has severely taxed the energies of the teacher.

UNION STREET PRIMARY.

Union Street.

MISS EMMA P. DANA, Principal.

MISS FANNIE W. CURRIER, Assistant.

Like the Rockland Primary, no change in teachers has here occurred, and the assistant has likewise been exercised with an undue proportion of scholars.

WEBSTER PRIMARY.

Webster place, North Beacon Street.

MISS ALICE A. SWETT, Principal.

MISS GEORGIANNA A. ALEXANDER, Assistant.

Here the teachers have continued the same.

EVENING SCHOOL.

Mason's Hall.

MISS EMMA F. MARTIN, Principal.

This school has been under the charge of Miss Martin, and has evidently done much for the few who have been pleased to attend it. When we consider that every adult in town now unable to read and write may, by attendance here a few evenings, gain knowledge which to him would be of incalculable advantage, we are surprised that so few attend. The school has averaged about twelve. Its members are earnest, attentive, and deserve praise for their good deportment. They are generally constant, and their progress is very satisfactory.

HARVARD GRAMMAR.

North Harvard Street.

JAMES E. PARKER, Principal.

MARY F. CHILD, 1st Assistant.

SARA F. BOYNTON, 2d “

MARY B. MONTO, 3d “

W. G. E. Pope, by reason of failing health, was on the 6th of May obliged to resign. His short term of service hardly proved his capabilities. His resignation was regretfully accepted. The Misses Child were severely taxed in endeavoring to sustain the school during the change of teachers, and as there were long intervals between the resignation and engagement of principals, the work fell so severely on the assistants as to affect the health of Miss Ellen Child, who felt obliged to resign at the close of the spring term, the last of March. She had served faithfully and well since January, 1865, and received deserved praise from all who had occasion to witness her work and its effect. She was very thor

ough, and had the same quality of energy that made G. D. Bigelow, the former principal, so successful.

Miss Mary F. Child was promoted to the position of first assistant, thus attaining to the place she formerly held so satisfactorily. Miss Clara S. Stevens was elected April 8th, to the position of assistant. She had previously served successfully as principal assistant in Primary No. 2. She labored well, with a large class, to the pleasurable satisfaction of the committee, until the close of the term in January, when she resigned her public trust to accept a private position of personal importance. James E. Parker, of Lexington, presented testimonials of a very complimentary character; he had served well in various positions as teacher. The ordinary inquiries and examinations verified the testimonials, and we were pleased to elect him as principal of this school. Since his election we have had no reason to change the good opinion we first formed and consider the school now in a very prosperous condition.

Miss Emma F. Martin acted very acceptably as assistant during the time between the resignation of Mr. Pope and the election of Mr. Parker.

Miss Sara F. Boynton, of Brighton, a graduate of our High school, and lately a teacher in Charlestown, in which position she had gained valuable experience, was engaged February 3d, to take the position left vacant by Miss Stevens. We expect the school will progress well under her charge.

At the close of the summer term the first class was examined for admission to the High school, and the following scholars were awarded the customary diplomas:—

FREDERIC A. CROSS,
MARGARET M. FLINN,

SARAH NOLAN,
WILLARD READ.

BENNETT GRAMMAR.

Winship Place, Agricultural Hill.

EDWARD H. HAMMOND, Principal.

SARAH P. MORRILL, 1st Assistant.

ANNIE HAWES DELANO, 2d “

CHARLOTTE ADAMS, 3d “

The only change in this school has been in consequence of the resignation at the close of the summer term of Miss Helen A. Leavitt, to fill, to her, a more pleasing post.

Miss Leavitt was a graduate of our High school, and during the early part of 1864 was engaged as assistant in Primary No. 4, whence she was promoted to her late position at the commencement of the fall term in 1866.

She had served long and well, and merited the praise rewarded her in the several reports since her election. We regretted her leaving for greater reasons than the annoyance and anxiety which invariably follows a change of teachers.

By the assistance of Mr. Hammond, we were greatly aided in speedily gaining in Miss Leavitt's stead the services of Miss Annie Hawes Delano, of Fairhaven, Mass., who is a graduate of the High school in Fairhaven, and of the State Normal school, at Bridgewater. She was for a short time principal of a large Primary school in Fall River, which she left to act as a substitute for the first assistant in the Grammar school at Newton Lower Falls. She was highly recommended, and from the commencement of her services in September last, the school has flourished well and satisfactorily to all concerned. The good traits of a teacher are well characterized in her. We have no doubt of her positive success in the future, if she will but devote herself to her profession and not leave it as too many have of late.

Following is a list of scholars from the first class of this school, who passed the required examination for admission to the High school in June, and received diplomas.

Bridget Cain.	Thomas James Scollan.
Fannie May Campbell.	William Ellis Collins.
Lillie Flora Bickford.	William Hunt.
Mattie Knowles Borden.	Joseph Finotti Ready.
Lilla Rosella Hatch.	John Samuel Whidden.
Kate Cain.	

HIGH SCHOOL.

The term High is a proper appellation for this school. The moral effect upon a scholar who attains to the honor of a position in the High school is great. The irresponsible boy becomes, soon after his entrance here, a man. This fact is attributable in a great measure to its being what is generally termed mixed.

It is a fact that scholars who enter college generally become wild and frequently quite rude and boisterous, and liable to exceed the limits of propriety, and overstep the boundary line of law and order. This is doubtless owing to the fact that a large majority come from schools where boys and girls are taught separately, and as they continue isolated from the society of the other sex, lead in pranks which they otherwise would not be guilty of.

This is a very good argument for the admission of young ladies to college.

It is a noticeable feature in our High school, especially in the recitation rooms, that there is a marked deference shown the better sex; their language and manners naturally become more cultivated than among young men of similar ages in unmixed schools. There is an earlier appreciation of the refinement and culture of life; and if they throw away boy-

ish things and don hats and longer coats in order sooner to become men, is it not pardonable? Even more honorable mention is due them, especially of those who have graduated from this school; they have entered into the serious concerns of life with a zest, continuing interested in literary pursuits, and thus honoring this school, which has done so much for them.

The condition of the school is admirable, having a principal and assistants, in whom we have the utmost confidence, special teachers in the French language and music, and a sufficient assortment of apparatus and chemicals for the study of astronomy, botany, chemistry and philosophy, with a replete exchequer from which the citizens permit drafts for all necessary purposes, that the school may rank among the first in the State.

There is nothing now needed except the co-operation of relatives and friends. Their presence is needful, and their criticisms, if just, are beneficial.

Quite a number of the present members of the school are fitting for college. This is a pleasing fact, as the classical course of instruction has been adopted especially for such scholars, and we hope a greater number will accept the benefits which are here lavishly offered to all who will avail themselves of the opportunity.

The tendency of young men after graduating from this school, during a number of years past, has been to study civil engineering, and several have attained to important positions in that department and are becoming well known for their skill and ability.

Of the young lady graduates, we have had a number enter immediately as teachers in our schools, and generally they have shown great ability.

In this connection it may be well to remark that to fit teachers for the varied and arduous duties now expected from them, special training is positively essential.

A young lady coming fresh from our High school cannot be expected to do as well as others who have received a special education, and the practical experience attained in the training school.

Teaching is a high art, and the "born" teacher, even, needs the culture of a training school, or *practice* in other schools before she can expect to reap much good by teaching.

Experientia docet, is a capital motto for young persons who intend to follow the profession of teaching.

If our town were larger we would like to establish a training school. In a year or two it may be a feasible project. Until then, we hope that all graduates from the High school, who intend to follow the profession of teachers, will first devote sufficient time in a normal and training school to fit them thoroughly for the work.

GRADUATES.

The most emotional incident experienced in our schools during the year was that of the preparation for the graduating exercises of the first class of the High school, which occurred at the Orthodox church on the evening of the 27th of June.

The fact that the scholars composing this class have passed through the different grades of school, developing up in knowledge, culture and refinement; and lastly, preparing before teachers whom they honor, respect and love, for the final exercises, which may be termed a partial revelation to the assembled relatives, friends and citizens, of their knowledge and ability, is cause sufficient for a display of feeling. The exercises were of a very interesting character; all were pleased and satisfied, and we pronounced the result good.

NAMES OF THE GRADUATING CLASS OF 1872.

Clara Hooker,	Charles Patten Shillaber,
Adela Rebecca Collins,	James Fred. Stetson,
Laura Jane Woodman,	William Jesse Tirrell,
Mary Anna Farrington.	

CATALOGUE OF HIGH SCHOOL.

Principal, MR. BENJAMIN WORMELLE.

First Assistant, MISS ANNA J. GEORGE.

Second Assistant, MISS SARAH E. WAUGH.

Teacher of French, ALFRED MORAND, M. D.

Teacher of Music, C. E. WHITING.

PUPILS.

CLASS OF 1873.

Melissa Maria Dole,	Anna Cora Sanderson,
Clara Lyman Harrington,	Persis Isabel Swett,
Fanny Lousanna Jones,	Sarah Tar Wadleigh,
Emma McNamara,	Herbert Lincoln Hunt,
Lizzie Abbie Packard,	William Dana White.

CLASS OF 1874.

Emma Swazey Davis,	George Washington Cool-
Eva Maria Ross,	idge,
Charles Barnes Gibbs.	

CLASS OF 1875.

Carrie Lizzie Baxter,	Delia Kain,
Flora Electra Bigelow,	Sarah Annie Mackin,
Mary Lizzie Blair,	Kate McNamara,
Abbie Anna Brewer,	Annie Hayes Wild,
Henrietta Almira Brock,	Lillian Wilson,

Lizzie Chandler,	Elbra Lincoln Barker,
Lucy Baker Dana,	Mott Arnold Baxter,
Hattie Cushing Dana,	Joseph Francis Breck,
Eliza Donigan,	Nathaniel Saunders Beck,
Helen Sophia Harrington,	Chester Farrington,
Nellie Augusta Hoar,	George Cutler Mentzer,
Mabel Hooper,	Thomas Francis Muldoon,
Sarah Irish Jacques,	Frank Harvey Paine.

CLASS OF 1876.

Lillie Flora Bickford,	Frederick Atherton Cross,
Mattie Knowles Borden,	William Hunt,
Kate Kain,	William Read,
Fannie May Campbell,	Joseph Finotti Ready,
Lilla Rosella Hatch,	Thomas James Scollans,
William Ellis Collins,	John Samuel Whidden.

ATTENDANCE.

If citizens and parents will but aid us in the endeavor to enforce more constant attendance at school, we shall be relieved from much anxiety, and the dreaded necessity of degrading scholars to the next lower class, — an act absolutely necessary at times, and yet demoralizing in its effect upon the scholar and school.

The attendance in some schools is quite good, in others it is execrable.

As an incentive to scholars to become more constant in their attendance, we present herewith a list of such as deserve honorable mention for having been during the past year neither absent nor late; also, the names of those whose absence was understood to be unavoidable and excusable.

HIGH SCHOOL.

Elbra Lincoln Barker, neither absent nor tardy.

Miss Sarah I. Jacques, absent only half a day.

BENNETT GRAMMAR SCHOOL.

Jennie Walker, Mary Gooch, and Annie Phelan, not absent during the year.

Lottie Trowbridge, Susie McFlynn, Sarah Hooker, Lois Chandler, Willie Tisdale and Mary Faxon, absent but once.

Patsy Welch, Michael Dunlavy, John Herrick, Minnie R. Mason, Mary Finley, Katie Welch, Lena Harrington, Thomas Hunt, Alvin Smith and Freddie C. Tisdale, not absent since they entered the school in September.

Mary Bennett, Delia Sanderson, Charles Trowbridge and Michael Horrigan, absent but once.

HARVARD GRAMMAR SCHOOL.

Henry W. Bird, Harrison E. Porter and Viana F. Wilkins, neither absent nor tardy.

Dora E. French, Cecilia Kendall and Abbie E. Wild, absent only on account of sickness; not tardy.

Charles F. Tirrell and David H. Van Etten, absent one-half day during five months.

Arthur A. Gilpatrick, John Lee, Charles H. Read, Edward J. Sawyer, John H. Sayward and Adelaide W. Coolidge, not absent nor tardy.

Elizabeth L. Brown, Evelyn M. Learned, absent only from sickness; not tardy.

Jennie S. Farrington, necessarily absent half a day. Only five cases of tardiness during twenty weeks.

HARVARD AND EVERETT PRIMARIES.

Mary E. Kendall, Hattie A. Kendall, Hattie E. Dupee, George Patriquin, James W. Shapleigh, Patrick Meguin, Veledo M. Young, Wm. W. Merrifield, Augustus Weitz, Etta Bowman, James Meginn, Peter Meginn, Otis Merrifield, Josie Temple and Annie Patriguinn were not absent during the year.

Walter H. Monto, Alice Bussell and Minnie Tucker, were only absent necessarily.

AUBURN PRIMARY.

Samuel Cheney, John Degnin, Thomas Duffy, Joseph Canning, Owen Cunningham, Joseph Murphy, Dennis Murphy, Joseph Norton, John Nolan, Michael Killion, Kate Duffy, Maggie Denvir, Aggie Jones, Lizzie Murphy, Mary Powers, Julia Sheahan, Clara Edgerley, Fannie A. Wade. Michael Gaffay, Georgie Denvir, Mary A. Driscoll, Mary Higgins, Nellie McNamara, and Ida Zoller, were only absent on account of sickness.

We may, in presenting the above list of names, show partiality, for many scholars in other schools may have only been absent from the same cause; but the list, coming at a very late hour, was accepted, rather than any on the list should be slighted.

OAK SQUARE PRIMARY.

Hattie C. Taylor, constant during the year.

Jennie J. Smith, Hattie F. Chick, M. Katie Trowbridge, Arthur G. Chandler, and Freddie S. Collins, constant during the summer term.

WEBSTER PRIMARY.

George Jones has not been absent during the past two and a half years.

UNION STREET PRIMARY.

Mary Shay neither absent nor tardy during the past year.

SCHOOL CHILDREN.

The number of children in town between the ages of five and fifteen, as returned by the assessors on the first day of May last, was

Boys,	.	.	.	.	.	494
Girls,	.	.	.	.	.	504
						<hr/>
Total,	.	.	.	.	.	998
						<hr/>

TABLE OF SCHOOLS AND TEACHERS.

SCHOOLS.			TEACHERS.				
NAME.	LOCATION.	Est.	NAMES.	NATIVE PLACE.	OFFICE.	BEGAN.*	Ann'l Salary.
High	Academy Hill	1841	Benjamin Wormelle	Pen, Maine	Principal	Sept. 5, 1870 . .	\$2,000
"	"	"	Anna J. George	Plymouth, N. H. . . .	Assistant	Aug. 30, 1847 .	900
"	"	"	Sarah E. Waugh	Brighton	"	Sept.	800
"	"	"	Alfred Morand	France	French	Oct. 1871 . . .	200
"	"	"	C. E. Whiting	Holliston, Mass. . . .	Music	Oct. 1863 . . .	600
Bennett Grammar	Winship Place, Agricultural Hill	1847	E. H. Hammond	Bradford, Mass. . . .	Principal	Sept. 7, 1868 . .	1,800
"	"	"	Sarah P. Morrill	Thornton, N. H. . . .	Assistant	May 1, 1867 . .	600
"	"	"	Annie H. Delano	Fairhaven, Mass. . . .	"	Sept. 2, 1872 . .	600
"	"	"	Charlotte Adams	Iowa City, Ia.	"	Sept. 14, 1865 .	600
Harvard	North Harvard Street	1848	James E. Parker	Lexington, Mass. . . .	Principal	May, 1872 . . .	1,500
"	"	"	Mary F. Child	Lincoln, Mass.	Assistant	March, 1860 . .	600
"	"	"	Sara F. Roynton	Brighton, Mass. . . .	"	Feb. 8, 1873 . .	550
"	"	"	Mary B. Monto	Boston, Mass.	"	Sept. 8, 1869 . .	550
Everett Primary	Cor. Auburn and Pearl Streets	1873	Susie P. Pollock	"	Principal	June, 1869 . . .	500
Auburn	School Street	"	Abbie A. Norton	Brooklyn, N. Y.	Assistant	Jan. 2, 1873 . .	400
"	"	"	Lizzie P. Brewer	Boston, Mass.	Principal	March, 1870 . .	500
Oak Square Primary	Oak Square	"	Mary J. Osborn	Boston, Mass.	Assistant	Sept. 9, 1872 . .	400
"	"	"	Bertha Sanger	Brighton, Mass. . . .	Principal	March, 1870 . .	500
Rockland Primary	Academy Hill	1845	Ellen J. Lane	"	Assistant	Oct. 1869 . . .	400
"	"	"	Abbie L. Hoar	Charles'own, Mass. . .	Principal	Sept. 1870 . . .	500
Union St.	Union Street	"	Emma P. Dana	Acton, Mass.	Assistant	Oct. 1871 . . .	400
"	"	"	Fannie W. Carrier	Brighton, Mass. . . .	Principal	Sept. 2, 1867 . .	500
Webster	Webster Place	"	Alice A. Swett	Medford, Mass.	Assistant	May 31, 1870 . .	400
"	Beacon Street	"	Georgie Alexander	West Newfield, Me. . .	Principal	"	500
"	"	"	"	Brighton, Mass.	"	Sept. 1870 . . .	400

8 Buildings; 9 Schools; 21 Departments; 1 High; 2 Grammar; 6 Primary.

This Table shows the schools and teachers as they now are. The facts relating to the year past are to be found in the body of the report.

*The heading "Began" signifies the date of first commencing to teach in town.

STATISTICAL TABLE.

SCHOOLS.	No. of Teachers.	SPRING AND SUM. TERM.				FALL AND WIN. TERM.				THE WHOLE YEAR.				Per cent. of Attendance.
		Pupils Registered.	Belonging at Close.	Present at Examination.	Average Attendance.	Pupils Registered.	Belonging at Close.	Present at Examination.	Average Attendance.	Average Registered.	Average Belonging.	Average at Examination.	Average Attendance.	
HIGH SCHOOL.	3	57	54	56	51	54	53	54	49	54	52	50	50	96
BENNETT GRAMMAR, 1st Department.	2	46	38	42	41	60	52	52	52	53	49	47	47	96
2d "	1	40	37	35	34	53	48	46	45	47	43	40	40	92
3d "	1	50	40	43	41	46	38	37	37	48	42	40	39	94
HARVARD GRAMMAR, 1st Department.	1	27	26	25	24	28	25	25	25	28	26	25	25	95
2d "	1	28	23	23	22	35	30	26	26	33	28	25	24	90
3d "	1	30	24	20	22	50	47	45	44	42	35	33	33	89
HARVARD PRIMARY, 1st Department.	1	47	44	42	46	45	42	38	41	42	41	34	40	95
" 2d "	2	67	63	62	60	84	73	69	69	80	72	65	68	95
AUBURN " 1st "	1	53	47	34	38	44	42	30	33	48	44	32	35	79
" " 2d "	1	58	56	52	41	69	46	33	36	63	51	42	38	74
OAK SQUARE " 1st "	1	34	28	27	29	24	21	22	18	29	27	24	24	87
" " 2d "	1	48	42	42	36	57	41	41	35	52	41	41	85	86
ROCKLAND " 1st "	1	36	34	32	30	35	30	27	26	36	32	30	29	90
" " 2d "	1	69	62	60	54	64	62	64	53	69	62	54	55	89
UNION ST. " 1st "	1	41	38	36	33	45	32	32	30	44	38	34	33	87
" " 2d "	1	61	67	33	49	62	57	42	43	67	58	41	47	80
WEBSTER " 1st "	1	45	41	41	40	44	34	34	30	45	37	37	34	92
" " 2d "	1	54	50	45	42	59	53	45	45	61	56	45	47	84
Total.	23	891	805	750	733	953	826	762	737	941	834	739	743	89

SCHOOL TERMS.

1873-4.

1. *Spring and Summer Term.*

Begins February 3d, 1873.

Ends July 3d, 1873.

2. *Fall and Winter Term.*

Begins September 1st, 1873.

Ends January 28th, 1874.

Examinations, each week preceding the close of terms.

HOLIDAYS.

Wednesday and Saturday, P. M.

Washington's Birthday.

Fast Day and rest of week.

Memorial Day.

June 17th.

Commencement at Harvard (High School only).

Thanksgiving and rest of week.

Christmas to New Year's, inclusive.

APPROPRIATION.

The committee recommend that the sum of \$21,000 dollars be appropriated by the town for teachers' wages, fuel and incidental expenses of the schools for the ensuing year.

Respectfully submitted in behalf of the School Committee,

J. P. C. WINSHIP,

Chairman.

J. P. C. WINSHIP, }
C. H. B. BRECK, } *School Committee.*
JOSEPH BENNETT, }

MINORITY REPORT.

(FROM WHICH A MAJORITY OF THE COMMITTEE DISSENT.)

ADVISORY COMMITTEE.

WE wish to impress upon the minds of the citizens the fact that the labor necessary to rightly control and regulate the schools is very great. The interest in every school is increased by frequent visitings, and it is positively essential that the general workings of the schools should be overseen, in order to prevent discouragement on the part of the scholars and teachers, and the too frequent varying from the regularly appointed exercises.

There are what may be termed twenty-four departments with as many teachers. These should be visited frequently. Then the innumerable wants connected with the school-houses, — repairs, alterations, the engagement in each school-house of suitable janitors, the supplying of coal and kindlings, the repairing of furnaces and steam apparatus, create an amount of official work which, to be systematically and satisfactorily performed, requires strict attention.

However interesting educational matters may be, the devotion to such work must be subordinate to the regular daily work upon which members of the school committee generally depend for subsistence ; and therefore it occurred to the undersigned member of your board, that by following the practice adopted in other towns, of appointing an advisory committee, the general committee would be relieved of a part of their duty, and the schools would realize great advantages.

At the commencement of the fall term, three ladies of acknowledged ability, and residents of the town, were appealed to by the chairman of the committee to accept the position

of advisory committee for schools in the eastern part of the town.

They were appointed by a majority of the committee, and entered upon their work at the earnest solicitation of the sub-committee, and having visited the several schools, made a report which contained practical ideas of needed changes which only the finer sense of women would discern. The admirable suggestions, if carried out in the way proposed, would have been productive of good and stimulated to greater exertions the teachers and scholars; but feeling that there existed a slight public sentiment against the so-termed novelty of such a committee, they resigned their position.

It is a source of great regret that the town lost the valuable services of disinterested and painstaking coadjutors in public instruction. I can but feel that if it had been pleasant for these ladies to continue in the position they so honorably accepted, great good would accrue to the schools.

Education should not be exclusive, but rather diffusive. We have not reached that degree of perfection in methods of instruction and discipline as to preclude aid and valuable suggestions from any source.

I am not aware that parents, or the citizens generally, considered this innovation as impracticable; on the contrary, many parents expressed themselves as heartily in favor of the plan, and the experience of other towns confirms my convictions that the co-operation of women is of great benefit, and the matter is entitled to the careful consideration of all parents interested in the cause of education.

The most natural result of an argument upon this subject must be that the education of children can be better effected by the co-operation of sensible men and women rather than by the influence of men alone. The natural instinct of women, with a cultivated discernment, enables them to see into the wants of children at a glance, and this aptness, blended

with the good judgment of both sexes, will most readily and reasonably accomplish educational reform.

May the day soon arrive when woman's sphere in the world may be understood by the many as it now is by the few, who think her usefulness, ability, and qualifications do not stop at the threshold of a dwelling-house.

INDISPUTABLE FACTS.

Mothers rear children. Fathers work and obtain sustenance for both. Children are with their mothers almost constantly, and occasionally, when presentable, with their father.

At the age of five these young scions are sent to school to be taught by women. They there remain eight or nine years receiving instruction only from women.

Therefore, is it not natural to suppose that women should know more about children than men, and that from among women of culture many may be found who are suitable to serve with men on the Board of School Committee?

Shall man arrogate to himself the exclusive prerogative of instructing the young, and refuse aid from women in the general oversight of our schools?

The time is not far distant when woman's influence will be felt directly in our schools, as it now is under the home roof; and certainly in no safer hands can the guidance of our children be left, than in those of competent, conscientious, and cultivated women.

Considerately and respectfully submitted,

J. P. C. WINSHIP, *Chairman,
and sub-committee for schools in the easterly part
of the town.*

THE COURSE OF STUDY, AND TEXT-BOOKS

USED IN THE

PUBLIC SCHOOLS OF BRIGHTON.

Adopted February 1, 1873.

J. P. C. WINSHIP,
C. H. B. BRECK,
JOSEPH BENNETT,
Committee.

THE COURSE OF STUDY, AND TEXT-BOOKS

USED IN THE

PUBLIC SCHOOLS OF BRIGHTON.

THE Public Schools shall be divided into four grades, designated Primary, Intermediate, Grammar, and High.

The classification and course of study shall be uniform throughout all the schools ; and for that purpose each Primary school shall be divided into *three* classes ; each Intermediate school into *two* classes ; and the Grammar schools and High school each into *four* classes.

The time occupied by each class in the "course of study" is designed to be one year, of forty weeks, divided into two terms.

For convenience of study and recitation, each class may be divided into two "divisions."

The pupils in each class, from the highest to the lowest, shall be divided, and numbered once each term, according to their "scholarship."

The grading, course of study, and text-books prescribed, shall be strictly adhered to, and no other studies or text-books shall be introduced or permitted, except by a vote of the Board.

It shall be the duty of the principals of the schools to enforce this classification and course of study uniformly.

The course of study pursued, and the text-books prescribed, shall be as follows : —

PRIMARY SCHOOLS.

Any scholar living within the precincts of the school, and not less than *five* years of age, may be admitted to the Primary schools by applying to the teacher in charge at the school-room.

THIRD CLASS — FIRST YEAR.

Alphabet. — Boston Primary School Tablets, Nos. 1 and 2. Series, Nos. 1 and 2.

Elements of Reading. — Hillard's First Primary Reader. Boston Primary School Tablets, Nos. 13 and 14, 15 and 16.

Numbers. — Developing the idea of each number to ten, by the use of objects, taking each number separately. Counting to fifty, with and without objects, forward and backward.

Drawing. — Bartholomew's Drawing Slates and Cards. Miss Stickney's Manual. On blackboards.

DIRECTIONS TO TEACHERS.

The scholars in this class shall be taught the name and the sound of each letter, including the long and short sound of each vowel. They shall be taught to call at sight, and spell by letter and by sound such words, and to read such sentences, as may be found upon the tablets.

They shall be taught to read fluently and distinctly any lesson, and to spell at dictation any words in the reading lessons or spelling columns of their reader.

Language. — The systematic correction of incorrect and inelegant expressions in the use of language, — such faults as the pupil would be likely to know and imitate. Encourage the pupil to express his thoughts in proper language, and require him to give his answers in complete sentences. One

great purpose of object lessons is to cultivate the observing faculties of the child, by inducing him to talk of what he observes, to cultivate freedom and accuracy in the use of language, — secure correct pronounciation, complete sentences, and clear and accurate statements.

MUSIC — THIRD CLASS.

1st. Pupils shall be taught to sing simple songs by note, in a correct style, from the First National Music Reader.

2d. Pupils shall be taught to sing the scale, ascending and descending at a convenient pitch, by the scale names, represented by the numerals, 1, 2, 3, 4, 5, 6, 7 and 8, on Chart No. 1.

3d. Scholars should now be taught notes, long and short, measures, bars and double bars, rests, long and short; the staff, the G clef on the staff, and also should practise the first six sounds of the scale of G.

4th. Degrees of loudness, mf, f and p, and the repeat from Chart No. 3.

5th. Pupils in this class will be required to go only to the end of the 6th Chart.

SECOND YEAR — SECOND CLASS.

Reading. — Hillard's First Primary Reader, completed. Second Primary Reader, commenced. Boston School Tablets, Nos. 3 and 4. "Exercises in Enunciation." Vowel and consonant sounds and combinations. In the Reader, and upon the Tablets. Punctuation marks, — Reader and Tablets.

Spelling. — From the Reader, and names of common things of one or two syllables.

Numbers. — Counting to one hundred, with and without objects, forward and backward. Counting on the numeral frame by *twos* to one hundred, and by *threes* to sixty.

Developing the ideas of addition, subtraction, multiplication, and division — small numbers — by the use of the numeral frame, and illustrated by objects. Writing Arabic figures and Roman numerals. Walton's Primary Arithmetic, begun the last term in the school year. Oral questions in adding and subtracting small numbers; and numbers to be combined, occasionally written on slate from dictation.

Drawing.—The use of the "Drawing Cards and Slate," and the "Manual" combined.

Language. — Lead the pupils to build up short sentences and to copy them on the blackboard. Encourage them to write short sentences of their own composition about some familiar object. Write sentences from dictation. Let them reproduce their oral lessons on the slate, and criticise and correct their grammatical errors.

MUSIC — SECOND CLASS.

1st. Pupils shall review the first six charts. 2d. The class should now be taught to sing the exercises by letters, numerals, and by word. 3d. Give particular attention to beating time before and while singing such exercise. 4th. Noisy singing never allowed. 5th. Teachers must avoid giving the pitch too low. 6th. Rote songs at the discretion of the teacher. Pupils of this class should be taught to the end of the fifteenth chart.

FIRST CLASS — THIRD YEAR.

Reading. — Hillard's Second Primary Reader, completed; and Third Primary, to page 64, last term of the year. Boston School Tablets, No. 5, "Exercises in Enunciation." Vowel and consonant sounds and combinations, continued, from the Reader and the Tablets. Questions and explanations upon the reading lessons. Punctuation marks, etc.

Spelling.—Worcester's Primary Speller to page 61. From the Reader, the words in the spelling columns and reading lessons, by letter and by sound; words in common use; the names of the months, days of the week, the name of the State, the town, its streets, schools, the names of the adjoining towns, etc.

Arithmetic.—Walton's Primary, completed. Writing the Arabic figures and Roman numerals. Oral questions in addition, subtraction, multiplication, and division. The "tables of numbers" to be *thoroughly* learned. Reading and writing numbers to one hundred.

Writing.—On slates, capital and small script letters; the names of the pupils; short words from the spelling lessons, etc.

Language.—Give special attention to the formation of correct habits in the use of language, both spoken and written, and to the enlargement of the child's vocabulary; continue sentence building, copying sentences from the board, and writing sentences from dictation. Let the pupils write sentences including one or more words selected by the teacher from the reading or spelling lessons; write sentences of their own unaided composition. Criticise and correct grammatical errors occurring therein before the class. The work of this grade should make the pupil acquainted by systematic exercises with the use of capitals and of the period.

Drawing.—The use of the drawing cards and slate continued. Drawing vertical, horizontal, and oblique lines, squares, rectangles, triangles, etc.; and figures composed of squares, rectangles, triangles, etc.

The pupils should be encouraged to build up designs of their own.

Developing the ideas of distance, length and breadth, form and color, illustrated with objects.

General Exercise. — Gymnastic exercises, — Mason's system. Singing, at least once each session. Repeating verses and moral maxims. Object lessons.

MUSIC — FIRST CLASS.

1st. The class should review the first fifteen charts, regarding with great care directions given to the second class. 2d. The class should now be taught the use of the dotted quarter note, the tie, and practise the same on the 16th and 17th chart. 3d. The upper, middle, and lower scales key of C, should now be explained, these scales to be sung by letter, number and syllable. 4th. The class should now practise the scale in skips, singing by number and syllable. 5th. Go on practising to the end of the twentieth chart, singing by letter, syllable, and word. 6th. The teacher can now write simple exercises on the board in the key of C, to be sung by syllable and letter.

DIRECTION TO TEACHERS.

This is a grade for oral and blackboard instruction; and the teacher is expected to use the blackboard, and such cards for instruction in the elements of Reading, and such charts for teaching, as are provided by the Board. Pupils shall be taught to read fluently and distinctly any lesson in their Readers, and to number the pages by the figures, and the lessons by the Roman numerals.

In all the classes, *careful* and *daily* attention shall be given to the "Elementary Sounds," "Exercises in Enunciation," and to distinct articulation.

The Tables of numbers shall be thoroughly learned, and the pupils shall be required to give the product of any two numbers, in the common multiplication table, *without any hesitation*, in whatever order it may be asked.

Writing.— Each pupil should be provided with a long pencil for slate exercises, and be required to hold it as he should a pen. The teachers are expected to write the names of objects familiar to scholars on the blackboard as copies.

Oral Instruction; cultivate the observation of the scholars by familiar objects from the following subjects.

Objects in the school-room, parts of the human body, clothing and other common things.

INTERMEDIATE SCHOOLS.

SECOND CLASS — FIRST YEAR.

Reading.— Hillard's Third Primary Reader continued to page 164. "Exercises in Enunciation." Vowel and consonant sounds and combinations, continued. Reader and Tablets. Questions and explanations on the meaning of what is read.

Spelling.— From the Reader, — words in columns, and in reading lessons, by letter, and by sound, orally, and in writing on slates. Definitions. Abbreviations. Punctuation marks, etc. Worcester's Primary Speller, to page 87.

Writing.— Spencerian Writing Books, No. 1. First term, with long lead pencil. Second term, same number with ink.

Drawing.— Spencerian Drawing Book, No. 1.

Arithmetic.— Eaton's Intellectual Arithmetic, to page 47, and review. Reading and writing numbers to ten thousand. Roman numerals.

Geography.— Warren's Primary Geography, to "The United States," and review. Outline maps and globes. Map drawing.

Language.— Continue special attention to the formation of correct habits in the use of language, both spoken and written. Continue the exercises in sentence building,

Teach the pupil that a sentence may be a "statement," a "question," a "command," or an "exclamation." Teach the meaning of the terms "sentence," "statement," "question," "command," and "exclamation," and introduce them in exercises, both orally and in writing. Give class exercises of pupils writing sentences of their own unaided composition. Criticise and correct these exercises before the class. Observe previous directions for the use of capitals and the period, and teach the use of the interrogation and exclamation points. Write sentences containing abbreviations, and teach that every abbreviation should be followed by a period. Give special attention to correct spelling, neatness of work, the use of capitals and punctuation in all the exercises.

FIRST CLASS — SECOND YEAR.

Reading. — Hillard's Third Primary Reader, completed. Fourth Reader to page 101, last term. Exercises in Enunciation continued. Vowel and consonant sounds and combinations. Reader and Tablets. Questions and explanations on the meaning of what is read. Questions on punctuation, the use of capitals, etc.

Spelling. — Worcester's Primary Speller, completed. Spelling from Reader, — words in columns, and in reading lessons, by letter and by sound, orally, and in writing. Definitions; Abbreviations, and Geographical names.

Arithmetic. — Eaton's Intellectual Arithmetic, to page 75, and review from the beginning. Written Arithmetic, Greenleaf's Common School, to U. S. Money, excluding "Questions involving Fractions and Contractions." Reading and writing numbers to millions. Roman numerals.

Geography. — Warren's Primary Geography, completed and reviewed. Outline maps and globes. Map drawing, — Continents and Grand Divisions.

Writing.—Spencerian Writing Books, No. 2. Great care should be taken to have the scholar assume an erect position and hold the pen correctly. Gymnastic exercises.

Drawing.—Spencerian Drawing Book, No. 1, completed.

General Exercises.—Gymnastic exercises, Mason's system. Singing, — at least once each session. Repeating verses and moral maxims. Object lessons. The use of drawing cards and slate, continued, etc.

LANGUAGE. — Continue the exercises, and observe the directions of the second class. Begin to develop the idea of nouns as names of objects. Let the pupils make sentences containing such names, connecting them by the word "and." Show the use of the comma in such sentences when "and" or some other connective is omitted. Teach that the parts of a command should be separated by a comma. Teach the difference between common names and proper names, and that proper names begin with a capital. Give exercises to cultivate the habit of writing proper names with a capital. Begin to develop the idea of the adjective by showing how names may be qualified by the use of quality-words. Write list of quality-words on the blackboard, and let the pupils build up sentences, using quality-words. Begin to develop the idea of composition. Let the pupils write short descriptions of objects seen or set before them, of places visited, of what they saw on their way to school, or out walking, short narratives of actions done, rides, or journeys taken, etc.

CONTINUED SECOND TERM.

Continue the exercises, and observe the directions of the first term. Begin to develop the idea of verbs as action-words. Pursue with action-words a course similar to that with object-words and quality-words. Begin to develop the idea of adverbs, by showing how action-words may be modified by words showing how, when, or where. Require

sentences in which these words appear. Continue the exercises in composition as in the preceding term. Review the work of the whole grade. Continue special attention to the correction of grammatical errors, to orthography, the use of capitals, pronunciation, and neatness of work. In all these exercises require sentences in the three forms of "statement," "inquiry," and "command."

ORAL INSTRUCTION.

First year. In form, color, size, place and material. Plants, fruit and flowers, their odor, color and taste. Second year. Familiar animals. Different trades and occupations of men. Lessons on health and motion.

DIRECTIONS TO TEACHERS.

Pupils in this grade shall be taught to give the "elementary sounds," and to spell, orally and in writing, the words in common use in their reading lessons; and the words in the spelling lessons of their Speller. They shall be drilled *daily* in the "Exercises of Enunciation" found in their Reader, and upon the Tablets. They shall be taught to read fluently, distinctly, and intelligently, the lessons in the Readers, and answer questions based upon them.

They shall be taught to name and explain the punctuation marks in their reading lessons. They shall be *thoroughly* reviewed in the "four tables"; and, *in all respects*, shall be carefully and well prepared for the next grade. Impress the scholars with a sense of their moral duties. The Golden Rule, gentleness, respect and love.

INTERMEDIATE CLASSES.

MUSIC.—1st. The class shall review thoroughly, beginning at the twelfth chart. Particular attention should be given to the formation of the major scale of C, as represented on the eighteenth chart. 2d. The formation of the chromatic scale

should now be explained. The class should now be required to sing this scale without the aid of an instrument.

3d. They shall be taught to tell readily the position of any of the pitches on the staff in the key of C, G, F, and D.

4th. Songs by rote or by note, at the discretion of the teacher.

5th. They shall go as far as the twenty-fifth chart; practising with great care every exercise by letter, syllable, number and word.

GRAMMAR SCHOOLS.

FOURTH CLASS — FIRST YEAR.

FIRST TERM.

Reading. — Hillard's Fourth Reader, continued. "Exercises in Enunciation," continued. Vowel and consonant sounds and combinations, — from Reader and Tablets.

Spelling. — Worcester's Pronouncing Speller, — from page 24. Words and definitions, in Reader. Spelling to be both oral and written.

Writing. — Spencerian Writing Book, No. 3, four times a week.

Drawing. — Spencerian Drawing Book, No. 2, commenced.

Arithmetic. — Greenleaf's Common School, to page 82, and review. Exercises upon Walton's Cards. Eaton's Intellectual to Page 97, twice a week.

Geography. — Warren's Common School, to Lesson 18. Political Geography, page 14, and review. Use of outline maps and globes. Principally to be taught by means of map drawing.

Language. — Continue the exercises, and observe the directions of the preceding class. Review the forms of sentences and teach the grammatical terms that apply to them. Develop the idea of the pronoun and the conjunction

by sentence writing. Review the parts of speech as far as developed, and teach the proper grammatical terms that apply to them. Teach the meaning of the terms "idea," "thought," "word," "language," "sentence," "subject of a sentence," "predicate of a sentence," "clause," and "phrase." Require the pupils to find examples of each in the reading lesson, and write sentences containing given subjects and predicates. Develop the idea of "compound subjects," and "compound predicates." Continue the exercises in composition, and begin letter writing. The pupil should now be led to more independent work. Observe previous directions as to grammatical errors, complete sentences, orthography, punctuation, and the use of capitals.

SECOND TERM.

Reading. — Hillard's Fourth Reader, completed ; and Intermediate, to page 81. "Exercises in Enunciation" and Elementary Sounds," from Reader and Tablets. Questions and explanations on the meaning of what is read. Punctuation marks.

Spelling. — Worcester's Pronouncing Speller continued to page 62, and review from page 24. Difficult or peculiar words in all lessons. Spelling to be both oral and written. Abbreviations and punctuation marks reviewed.

Writing. — Writing Book, No. 6, four times a week. Extracts of prose and poetry dictated from the Reader.

Drawing. — Spencerian Drawing Book, No. 2, continued.

Arithmetic. — Greenleaf's Common School, to page 110 ; and review from the beginning. Exercises upon Walton's Cards. Eaton's Intellectual, to Page 109 and review.

Geography. — Warren's Common School, to the Middle States, Chap. 6, page 34 ; and review from the beginning. Uses of outline maps and globes. Map drawing, etc.

Language. — Continue the exercises and observe the directions of the preceding term. Exercises in sentence writing carried through all the parts of speech. Require the pupils to point out the different parts of speech in sentences in the reading lessons, and write sentences illustrating their use. Teach them to define all the parts of speech. Oral and written exercises on modifications of nouns, pronouns, adjectives, verbs and adverbs. Continue letter writing. Give especial attention to the different parts of the letter, as, 1st. Superscription; *i. e.* place, date and address. 2d. Body; *i. e.* sentences, lines and paragraphs. 3d. Subscription; *i. e.* regards and signature. 4th. Address on envelope; place of stamp and proper manner of folding.

Morals. — The duty of scholars to each other, their parents and associates. The advantages of correct deportment, the evils of excess, traits of character and their effect upon success in life.

MUSIC — FOURTH CLASS.

1st. The class should commence the second series of charts, practising one chart a week. 2d. Pupils should be questioned with regard to time, notes, letters on the staff and accent. 3d. They should be required to read the exercises, by letter and syllable before singing them. 4th. They should have a thorough knowledge of the formation of the major scale of C, as shown on the tenth chart, and much time should be spent in singing the scale by skips. 5th. At the 18th chart, the class should be divided into two divisions, in order to sustain the two-part exercises; each division should be able to sing either part. 6th. The class should be well drilled in the chromatic scale. 7th. The class should be taught the formation of the scale of G, and the use of one sharp; scale of D, two sharps; scale of A, three sharps;

scale of E, four sharps ; also, the scale of F, by the use of one flat ; scale of B flat, two flats ; scale of E flat, three flats ; scale of A flat, four flats. 8th. The class can go to the 40th chart, singing by syllable and word, always beating time.

THIRD CLASS — SECOND YEAR.

FIRST TERM.

Reading. — Hillard's Intermediate, continued. Exercises in Enunciation, from Reader and Tablets. Review of the "Elementary Sounds." Key to the sounds of the vowels and marked letters. Careful attention to the Exercises in the "Introduction" to the Reader. Questions on the reading lessons, etc.

Spelling. — Worcester's Pronouncing Speller, continued and reviewed. Words in reading lessons, definitions, geographical names, difficult or peculiar words in all lessons. Abbreviations, punctuation marks, etc., reviewed. Exercises in spelling to be both oral and written.

Writing. — Spencerian Writing Book, No. 4, four times a week. Extracts of prose or poetry, dictated from the Reader, written on slates or paper.

Drawing. — Spencerian Drawing Book, No. 2, continued.

Arithmetic. — Greenleaf's Common School Arithmetic, to Addition of Fractions, page 148. Omit methods in articles 106, 107, 110 and 111, but perform examples. Exercises upon Walton's Cards, and the Putnam Drill Cards. Eaton's Intellectual Arithmetic, from page 109 to 125, twice a week.

Geography. — Warren's Common School, to Chapter 9, Texas, etc., page 46, and review ; also review from the beginning to Part II, page 19. Use of outline maps and globes. Map drawing, etc.

Language. — Teach and illustrate by familiar examples, the use, classes, and modifications, of nouns, pronouns, adjectives and verbs. Etymological parsing, inflections and definitions learned from the text-book, correcting errors, especially such as are violations of the principle of etymology. Extend the exercises and observe the directions for the preceding grades. Write business papers, such as letters, orders, bills of purchase, receipts, promissory notes, drafts, advertisements, invitations, etc. Composition once a month on some topic embraced in oral instruction. Criticise common errors in the use of language.

Grammar. — Kerl's shorter course.

SECOND TERM.

Reading. — Hillard's Intermediate, completed. Other reading exercises as first term.

Spelling. — Worcester's pronouncing Speller, to page 100, and review from page 62. Other spelling exercises, as first term.

Writing. — Writing Book, No. 4, four times a week. Other writing exercises as first term.

Drawing. — Spencerian Drawing Book, No. 2, concluded.

Arithmetic. — Greenleaf's Common School, to page 171. Omit pages 167 and 168, and review from the beginning. Eaton's Intellectual, from page 125 to 139, and review twice a week. Exercises upon Walton's, and Putnam drill Cards.

Geography. — Warren's Common School, to Chapter 16, Western Europe, page 72, and review from Chapter 6, page 34; and then review from the beginning. Use of outline maps and globes. Map drawing, etc.

Grammar. — Kerl's shorter course.

Language. — Extend and enlarge upon the exercises of the preceding term. Observe previous directions.

SECOND CLASS — THIRD YEAR.

FIRST TERM.

Reading. — Hillard's Fifth Reader, commenced. Careful attention to the Exercises in the "Introductory Treatise."

Spelling. — Worcester's Pronouncing Speller, continued. Words in reading lessons, definitions, geographical names, difficult or peculiar words in all lessons. Exercises in spelling to be both oral and written.

Writing. — Spencerian Writing Book, No. 5, twice a week. Extracts of prose or poetry written from dictation, on slate or paper.

Drawing. — Specimen Drawing Book No. 3, commenced.

Arithmetic. — Greenleaf's Common School, to page 205, and review. Eaton's Intellectual, from page 139 to 149 twice a week. Exercises upon Walton's, and the Putnam Drill Cards in the different rules.

Geography. — Warren's Common School, to the Map of Asia, page 85, and review; also review from Chapter 4 to Chapter 9. Use of outline maps, globes. Map drawing, etc.

Grammar. — Kerl's shorter course.

Language. — Extend the exercises in writing sentences so as to illustrate the use, classes, and modifications of all the different parts of speech. Syntactical parsing, the rules learned in connection with their application. Exercises in correcting errors, especially such as are violations of the principles of syntax. Write business papers and compositions as in class three.

SECOND TERM.

Reading. — Hillard's Fifth Reader, complete. Other reading exercises as first term.

Spelling. — Worcester's Pronouncing Speller, — to "Rule for Spelling," page 137, and review, from page 100; other spelling exercises, as first term.

Writing. — Writing Books, No. 6, boys ; No. 9, girls, twice a week. Other writing exercises as first term.

Drawing. — Spencerian Drawing Book, No. 3, continued.

Arithmetic. — Greenleaf's Common School, to page 230, and review from the beginning. Eaton's Intellectual, from page 149 to 160, and review, twice a week. Exercises upon Walton's and the Putnam Drill Cards, in the different rules.

Geography. — Warren's Common School, completed ; review from Chap. 13, to Chap. 16 ; and from the beginning. Outline maps, globes, map drawing, etc.

Grammar. — Kerl's shorter course.

Language. — Extend and enlarge upon the exercises of the preceding term. Observe previous directions.

FIRST CLASS — FOURTH YEAR.

FIRST TERM.

Reading. — Hillard's Sixth Reader, commenced. Careful attention to the exercises in the "Introductory Treatise."

Spelling. — Worcester's Pronouncing Speller, continued and reviewed. Words in reading lessons, definitions, geographical names, difficult or peculiar words in all lessons. Exercises in spelling to be both oral and written.

Writing. — Spencerian Writing Books, No. 6, boys ; No. 9, girls, twice a week. Extracts of prose or poetry written on slates or paper from dictation.

Drawing. — Spencerian Drawing Book, No. 3, continued.

Arithmetic. — Greenleaf's Common School, to Involution, page 269, omitting "Currencies, Exchange and Duodecimals," and review from Ratio ; also review from Decimals to Partial Payments. Exercises upon Walton's, and the Putnam Drill Cards, in the different rules.

Geography. — General review by topics, once a week ; map drawing.

History. — Anderson's Grammar School History of the United States, to the "American Revolution," and review.

Grammar. — Kerl's shorter course.

Language. — Extend and enlarge upon the exercises of preceding year. Syntactical Parsing and analysis of sentences. Exercises in correcting false syntax. Exercises in illustrating the rules, etc. General Review. Composition as in the preceding class.

SECOND TERM.

Reading. — Hillard's Sixth Reader, continued. Other reading exercises as the first term.

Spelling. — Worcester's Pronouncing Speller, general review.

Writing. — Writing Books, No. 7, boys; No. 10, girls, twice a week. Other writing exercises as the first term.

Drawing. — Spencerian Drawing Book, No. 3, completed.

Arithmetic. — Greenleaf's Common School; Involution, Evolution, Square and Cube Roots, taking up Equation of Payments, except articles 232 and 233. General review.

Geography. — General review, by topics, once a week.

History. — United States, Anderson's Grammar School, to page 135, and reviewed. General review.

Grammar. — Kerl's shorter course.

Language. — Extend and enlarge upon the exercises of the preceding term.

GENERAL EXERCISES OF THE WHOLE SCHOOL.

Singing. Select Reading. Declamation once a fortnight, etc.

MUSIC — FIRST, SECOND AND THIRD CLASSES.

1st. Scholars should commence the third series of charts, and practise the intervals until they are able to sing correctly

from the prime to the octave. 2d. They should now practise thirds, major and minor, Triads of the major scale, and the chord of the 7th. 3d. Go on practising the common chord founded on the 1st, 4th and 5th degrees of the scale. 4th. The minor scale should now be explained. 5th. Common chord of the sixth degree, passing note and suspensions. 6th. The class can now go on practising the harmonies of the 4th, 2d and 6th degrees of the scale, to the end of the third series.

GENERAL COURSE OF STUDY

In the Brighton High School.

		1ST TERM.	2D TERM.
1st year.	Required.	English Grammar. Physiology. U. S. History. Penmanship.	English Grammar. Physiology. European History. Penmanship.
	Elective.	Latin.	Latin.
2d year.	Required.	English Language. Natural Philosophy. Physical Geography.	English Language. Natural Philosophy. Physical Geography.
	Elective.	Latin. French. Algebra.	Latin. French. Algebra.
3d year.	Required.	English Literature and Rhetoric. Natural History. Practical Arithmetic.	English Literature and Rhetoric. Chemistry. Bookkeeping or Arith- metic.
	Elective.	Latin. French. Geometry. German.	Latin. French. Geometry. German.
4th year.	Required.	English Literature and exercises in developing themes. Astronomy. Geology.	English Literature and exercises in developing themes. Astronomy. Botany.
	Elective.	Latin. German. Trigonometry. Political Economy.	Latin. German. Surveying. Mineralogy.

CLASSICAL COURSE.

	1ST TERM.	2D TERM.
1st year.	English Grammar. Latin. U. S. History or Physiology.	English Grammar. Latin. European History or Physiology.
2d year.	English Language. Latin. Greek. Algebra.	English Language. Latin. Greek. Algebra.
3d year.	English Literature and Rhetoric. Latin. Greek. Latin Composition. Ancient Geography. Geometry.	English Literature and Rhetoric. Latin. Greek. Latin Composition. Ancient History. Geometry.
4th year.	English Language with Exercises in developing Themes. Latin. Greek. Greek Composition. Algebra reviewed.	English Language with Exercises in developing Themes. Latin. Greek. Greek Composition. Arithmetic reviewed.

THROUGHOUT ALL THE COURSES.

Composition, Declamation, Reading and Recitation of selections. Also, Drawing, two hours; Music, one hour per week. Word Analysis one hour per week with Spelling during the first two years.

There are three courses of study: The general course, the classical course, and the three years' course. The last includes the first three years of the general course.

Pupils can receive diplomas if they have fully completed one of the first two. For the latter they shall receive a certificate if they do not continue the fourth year.

Any pupil in the general course, or the three years course, may exchange any required study, except the English lan-

guage, for any elective study, provided it be done in the year and term of the course when that elective study commences, and be continued at least two years.

No class will be formed in any elective study unless five or more pupils elect that study.

No pupil shall elect Latin in the first year to the exclusion of any required branch, unless he pursues the four years', or general course.

Special students may be admitted at any time, and elect from any or all the courses, such branches as belong to that term of any year, provided that in no case it shall embarrass the regular course or increase the number of recitations; but such students will be subject to special regulations in hours of study, etc., and will not be entitled to diplomas.

TEXT-BOOKS USED AT PRESENT.

Greenleaf's Geometry.

Brooks' Geometry.

Greenleaf's Algebra.

Eaton's Algebra.

Kerl's Common School Grammar.

Dalton's Physiology.

Hutchinson's Physiology.

Anderson's United States History.

Worcester's Ancient History.

Steele's Astronomy.

Steele's Natural Philosophy.

Steele's Chemistry.

Steele's Geology.

Cornell's Physical Geography.

Warren's Physical Geography.

Gray's Botany.

Hitchcock's Bookkeeping.

Loomis' Trigonometry.

Harts' Rhetoric.

Harkness' Latin Grammar.

Greenough & Allen's Latin Grammar.

Goodwin's Greek Grammar.

Pujol & Van Norman's French Grammar.

Hillard's Sixth Reader.

Spencerian Drawing Book.

MUSIC.

1st. The school shall practise unison solfeggios, beginning at the fiftieth page of the Fourth Music Reader. 2d. Each scholar should be able to name the key letter, and read by syllable every exercise to the end of page fifty-four. 3d. The class should now practise solfeggios in two parts, commencing on page fifty-five, and go to fifty-seven. 4th. The boys should now practise exercises for bass voice, commencing on sixtieth page and continuing to the seventeenth number. 5th. Some portion of each lesson should be devoted to the practice of two and three-part songs by word, although not to be learned by rote. 6th. Scholars should pay particular attention to the enunciation of words, marks of expression, a correct formation of tone, and be able to sing correctly, without the aid of an instrument, the chromatic scale. A high order of music should be taught, always avoiding trash; thus a taste may be cultivated for *good* music.

RULES AND REGULATIONS

OF THE

BOARD OF SCHOOL COMMITTEE

ADOPTED 1873.

REGULATIONS FOR THE PUBLIC SCHOOLS.

SCHOOL SESSIONS.

SECTION 1. The school year shall consist of forty weeks, divided into two terms of twenty weeks each, as nearly as may be, as follows:—

First Term, to commence the first Monday of September, and to continue until the last Wednesday in January, with a recess from the annual Thanksgiving till the following Monday, and from Christmas to New Year's day, inclusive.

Second Term, to commence Monday following the last Wednesday in January, and to continue till the third of July, with a recess from the annual Fast till the following Monday.

SECT. 2. The schools shall be closed on Wednesday and Saturday afternoons, and the following holidays: Washington's Birthday, Memorial day, and the 17th of June. Also, the teachers shall leave their schools one day in each term, for the purpose of visiting other schools, under the advice of the committee, and may attend the meetings of the State and county teachers' associations, notice of any intended absence to be first given to and approved by the committee.

SECT. 3. There shall be two sessions of all the schools, except the High school; a morning session of three hours, and an afternoon session of two hours, during the entire year, with an intermission between the sessions, whenever practicable of two hours. In very stormy weather the two sessions may be combined in one of four hours. The High school shall have but one session of five hours.

SECT. 4. No pupil shall be detained more than fifteen minutes after the close of the morning session, or more than one hour after the close of the afternoon session.

SECT. 4. The recesses shall be as follows: one in the morning, of fifteen minutes, commencing one hour and a half before the close

of the school ; and none in the afternoon, except a recess of fifteen minutes in the primary schools, commencing one hour after the opening of the school. No pupil shall be deprived of a recess.

SECT. 6. All the school-rooms shall be opened and teachers be present fifteen minutes before each morning and ten minutes before each afternoon session begins, and be exceedingly prompt in opening and closing their schools at the appointed time, and regular in recesses. No pupils shall be admitted to the rooms previous to the arrival of the teacher. At the appointed time for opening schools, the inside doors shall be locked, and reopened at the close of the devotional exercises, and all pupils admitted after that time shall be marked tardy.

REGULATIONS FOR TEACHERS.

SECT. 7. All teachers in the public schools are required to make themselves familiar with these regulations, and to see them faithfully observed.

SECT. 8. It shall be the duty of each teacher to have in readiness for the inspection of the committee, at each examination, a perfect schedule of the studies pursued by each class during the preceding term.

SECT. 9. All teachers shall, according to the requirements of law, "exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice, and a sacred regard to truth ; love of their country, humanity and universal benevolence ; sobriety, industry and frugality ; chastity, moderation and temperance ; and those other virtues which are the ornament of human society, and the basis on which a republican constitution is founded."

SECT. 10. Particular attention shall be paid to correctness of deportment, and neatness of appearance. Teachers shall aim to practice such discipline as would be exercised by a kind, judicious parent in his family ; avoiding all indiscreet haste, and employing corporal punishment only as a last resort. They shall keep a faithful record of all corporal punishment, containing the pupil's name, the date and degree of offence and punishment.

SECT. 11. The teacher shall have the control of the buildings and yards of the schools in which they teach, preserve order in the halls and grounds, be responsible for the cleanliness and proper condition of the same, look after their safety, the ventilation of the building, the management of the furnaces, see that the janitor performs his proper duties, and report such repairs as may be needed to the committee.

SECT. 12. When sickness or other cause renders the employment of a substitute necessary, the case will be reported to the committee, who alone can appoint a substitute. Every substitute will be paid by the town, but out of the salary of the absentee, except in such cases as the Board otherwise order.

SECT. 13. All pupils are required to be supplied with the books, utensils and stationery necessary in their respective classes. Pupils who, through the negligence of their parents or guardians, are not provided with the same, shall be furnished them on written application by the teacher to the book agent, giving the names of such pupils, and the names of the parents or guardians who ought to have supplied the same, with a list of books and articles so furnished, that the cost of the same may be collected of such parents, masters or guardians, by the assessors.

SECT. 14. The morning exercises in each room shall begin with the reading of the Scriptures by the teacher, or by the teacher and pupils, without note or comment, and be followed by the repeating of the Lord's prayer and appropriate singing.

SCHOOLS UNDER CHARGE OF THE PRINCIPAL.

SECT. 15. To secure uniformity and efficiency in the management of the schools, they are committed to the charge of the principals, and they, under the direction of the sub-committees, shall hold the assistant teachers responsible for the faithful execution of their plans and wishes.

REGULATIONS FOR PUPILS.

SECT. 16. All children within the limits of the town, having attained to the age of five years, shall be entitled to attend school.

SECT. 17. No pupils shall be admitted into any public school until a physician's certificate, or other satisfactory evidence, has been furnished to the teacher, of his having been vaccinated or otherwise secured against small-pox. Any pupil exposing others to the influence of any contagious diseases, may be suspended from school for the time being.

SECT. 18. No pupil without change of residence, shall change from one school to another, without permission of the board.

SECT. 19. Every pupil must come to school cleanly in his person and dress, and with his clothes properly repaired; in case of neglect in this respect, it shall be the duty of the teacher to send him home to be properly prepared for school.

SECT. 20. Pupils shall be required to attend constantly and punctually the schools to which they respectively belong. In all cases of absence or tardiness, they shall furnish to the teacher, in writing or otherwise, a satisfactory excuse from their parents or guardians; and absence or tardiness, without being satisfactorily explained, shall subject the pupil to discipline. Nor without satisfactory excuse, shall any pupil be dismissed from school during school hours, except in cases of sickness or sudden emergency. Provided, nevertheless, that whenever teachers shall judge that the welfare of their pupils will be promoted, they may dismiss pupils within the last hour of school.

SECT. 21. Whenever a pupil is absent from school without a proper excuse, the teacher shall notify the parents or guardians, and then, if deemed expedient, notify the truant officer for his action.

SECT. 22. Cases of habitual truancy of children between the ages of seven and sixteen, wandering about the streets without attendance upon school, and cases of the commission of any crime by pupils coming to the knowledge of teachers, shall be reported to the truant officer, for punishment and disposal, under the truant and other laws of the Commonwealth, and the by-laws of the town. The teachers are expected, as far as practicable, to have a general oversight of their pupils while going to and from school.

ATTENDANCE AT THE DAILY SESSIONS.

SECT. 23. When the absences of any scholar exceed in number ten half days in any term of school, such scholar shall be considered as having resigned membership in the school, and shall be readmitted only by order of some member of the school committee.

PROVISO FOR THE PRECEDING RULE.

The teacher, on personal knowledge, or satisfactory evidence that a scholar's absences are occasioned by sickness or other just cause, may, at discretion, suspend the operation of the preceding rule. But in case of ten unexcused absences, the rule as above shall always take effect.

ATTENDANCE AT THE EXAMINATIONS.

SECT. 24. Any scholar absent from examination at the close of either term of school shall, if required, pass a similar examination before one or more of the school committee, previous to his resuming his attendance in the schools.

SECT. 25. In cases of continued absence from school, from sickness or other cause, if the pupil be unable, in the opinion of the teacher, to keep up with his class, such pupil may be dropped to the next lower class. Whenever any pupil is becoming liable to the action of this rule, the teacher shall notify his parent or guardian, and if no material improvement is made thereafter, he shall, upon sanction of the committee, be transferred to the next lower grade.

SPECIAL ADMISSIONS AND PROMOTIONS.

SECT. 26. Children who may become residents of the town after the beginning of the school year may be admitted as scholars; or those in schools of lower grade, whom it may be deemed desirable to promote, may be promoted at any time, on examination by the school committee, if they are found qualified to join any class existing in the schools to which such promotions would raise them.

SECT. 27. For flagrant misconduct of any kind, and when the example of any pupil is very injurious, and reformation appears

hopeless, the teacher may suspend the pupil, reporting the suspension and the reasons in writing, immediately, to the parents or guardian, and to the committee. The committee may continue the suspension, and may finally expel the pupil.

SECT. 28. When a pupil is suspended from school under any of the rules of the board, his name shall be stricken from the roll.

TRANSFER OF PUPILS.

SECT. 29. Pupils shall be transferred from one grade of schools to the next higher grade, annually, at the beginning of the school year, after passing satisfactory examination, on the entire course of study, to the point at which the candidate seeks to enter. (For the transfer from the Intermediate to the Grammar schools the examination at the end of the school year shall be under the direction of the principals of the Grammar schools, subject to the approval of the school committee.

SECT. 30. For transfer from the Grammar schools to the High school, and from class to class in the Grammar and High schools, seventy-five per cent of correct answers shall be required, with this proviso: No scholar shall be promoted from the Grammar school to the High school who falls below sixty per cent each, in arithmetic, history and grammar, except by a vote of the board of school committee.

SECT. 31. Diplomas of graduation, signed by the committee, principal and assistants of the school, shall be awarded to those pupils who shall have satisfactorily completed the prescribed course of study in the Grammar schools. Diplomas of graduation signed by the committee and principal, teachers and assistants of the school, shall be awarded to those pupils who shall have satisfactorily completed the prescribed course of study in the High school.

THE REGISTER OF ATTENDANCE.

SECT. 32. On this register shall appear the full name, and age, and number of each scholar, with the record of his or her attendance on each half-day session of school. This register shall be kept according to the plan and upon the blank forms supplied by the State Board of Education.

REGISTER OF DEPARTMENT.

SECT. 33. On this register shall be entered every noted fault in deportment, and as an offset, any notable feature of good behavior, constancy, or excellence as a scholar; that the whole may be summed up by the end of the term, for the inspection of the school committee.

REGISTER OF STUDY,

IN THE HIGH AND GRAMMAR SCHOOLS.

SECT. 34. Each principal or his assistants shall record the recitations of each pupil, according to their merit, crediting them from one to five, according to their ability, for each recitation.

SECT. 35. To simplify the mode, each scholar may register, in a little book provided, the number of credits gained, and report to the teacher each day the number he or she is entitled to, that return only to be entered in the register kept by the teacher.

IN THE PRIMARY SCHOOLS.

SECT. 36. In the Primary schools each recitation is not marked separately, but one number represents all the recitations or other exercises of study for the half-day session.

SUMMATION OF THE REGISTERS.

SECT. 37. At the close of each term of school a summation shall be made for the inspection of the school committee, of all the credits or demerits which each scholar has received on each of the other registers separately.

The committee will make due mention of extraordinary attainments or deficiencies, as shown by the summations of each scholar.

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